



Cover Page

**2009-2010 Restructuring Progress Report/
2010-2011 Restructuring Plan (if applicable)**
For Title I Schools in Need of Improvement, Year 4 or higher Status
*As required by NH RSA 193-H and Federal Law 107-110 for
Schools in Need of Improvement*

District and SAU: Manchester School District SAU #37

School Name: Northwest Elementary

Address: 300 Youville Street

Town/City: Manchester

Zip: 03102

Principal: Shelly Larochelle

Tel: 603-624-6321 Fax: 603-624-6319 E-mail: slarochelle@mansd.org

Contact person if different from Principal:

Name:

Title:

Address:

Town/City:

Zip:

Tel:

Fax:

E-mail:

2010-2011 School Improvement Plan For Title I Schools in Restructuring – SINI Year 4 or higher

Memorandum of Understanding

The Superintendent of Schools assures the Commissioner of Education that the Northwest school continues to implement the **restructuring** plan which includes **at least one of the following** options for the school during the 2010-2011 school year: (Check all that apply.)

- ☐ reopen the school as a public charter school;
- ☐ replace all or most of school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- ☐ enter into a contract with outside entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school;
- ☐ turn the operation over to the state, if permitted by state law and agreed to by the state; or
- ☒ implement any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the state plan and is consistent with the NCLB guidance for restructuring.

In addition, the Superintendent assures that the LEA will:

- assume responsibility for the preparation of a plan for restructuring the school;
- notify both parents/guardians and teachers that the school has been identified as a school in restructuring;
- continue to provide parents/guardians and teachers with the opportunity to comment on the school's status before taking any restructuring action;
- continue to invite parents/guardians and teachers to participate in the development of the school's alternative governance plan;
- publish and disseminate information regarding the restructuring actions the LEA takes at a school –
 - to the public and to the parents of each student enrolled in the school;
 - in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
 - through such means as the Internet, the media, and public agencies.

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- spend not less than 10 percent of their Title I allocation, for the identified school or identified district, for each year they are in school improvement status for the purpose of providing to the identified school's or identified district's teachers and principal(s) high-quality professional development that
 - directly addresses the academic achievement problem that caused the school or district to be identified for school improvement;
 - helps teachers and paraprofessionals meet the high-quality standards defined in section 1119 of Title I; and
 - is provided in a manner that affords staff with an increased opportunity for participating in that professional development;
- establish annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the identified school or identified district;
- incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year in the identified school or identified district;
- adopt policies and practices concerning the core academic subjects that have the greatest likelihood of ensuring that all groups of students in the identified school or identified district will meet the State's proficiency levels of achievement on the State's academic assessment;
- provide all parents with a notification letter (copy included with this document if not previously submitted), explaining the school's AYP status for the 2009-2010 school year and, if applicable, public school choice options;
- the district will post in a timely manner on their website the following information:
 - a list of available schools for which students eligible for public school choice may transfer for the current school year; and
 - the number of students who participated in public school choice beginning with data from 2007-2008 school year and for each subsequent school year.
- the district will notify parents/guardians of eligible children that Supplemental Educational Services (SES) will be provided for the 2010-2011 school year (provide copy of this document).
- the district will post, in a timely manner, on their website current information regarding SES:
 - the number of students who were eligible for and who participated in SES beginning with data from 2007-2008 school year and for each subsequent school year; and
 - a list of SES providers approved to serve the district as well as the locations where services are provided for the current school year.
- continue to provide technical assistance to the identified school in meeting the goals and objectives described in the school improvement plan; and
- submit the restructuring plan to the NHDOE prior to the start of the next school year.

Superintendent of Schools

Date

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2009-2010 Restructuring Progress Report Evidence of Progress: Plan Implementation

AYP Area(s) of Focus

State the school's AYP status in Reading and Mathematics and any changes in that status resulting from the 2010 AYP report.

Please provide AYP and SINI/Restructuring status information:

Based on AYP from 2009:

Made AYP in Mathematics: Yes ☒ No ☐ Year of Improvement: 3 N/A ☐
Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 5 N/A ☐

Based on AYP from 2010:

Made AYP in Mathematics: Yes ☐ No ☒ Year of Improvement: 4 N/A ☐
Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 6 N/A ☐



Restructuring Goal for 2009-10

State the restructuring goal:

School teams will become more effective during meetings to increase the amount of time spent focused on student learning.



Implementation of Approved Strategies/Activities

List the strategies/activities implemented during the 2009-2010 school year to accomplish this goal:

Strategies:

- Improvement in Curriculum and Instruction
- Addressing Specific Needs of Low-Achieving Students
- Changes in School System or Processes
- Leadership/Governance

Activities:

- The Leadership team will write a policy on how team meetings prepare agendas, take notes, and distribute information.
- All PLC's will create norms to follow during meetings.
- Each certified staff member will maintain a Professional Learning Community (PLC) binder that includes the Restructuring Action Plan, Statement of purpose, meeting norms, related documentation (data or Units of Study) and GLEs.
- Each team will develop a work plan to follow with specific work products to produce.
- The principal will celebrate school successes at Staff meetings and PTG meetings.

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- DATA Wall will be placed in the main office to celebrate school wide data.
- Parent Newsletter will provide information on the implementation of the plan and its impact on student learning.

Select one descriptor that best describes the status of the strategies at the end of 2009-2010:

- ☐ Completed as planned and as described in the approved school improvement plan
- ☐ Completed as planned, with changes/refinements to certain strategies and activities
- ☐ Progressing as planned, with no changes to strategies and activities
- ☒ Progressing, with changes/refinements to certain strategies and activities
- ☐ Beginning stages of implementation
- ☐ No strategies or activities implemented

Narrative Response

Describe the progress made during 2009-10 in implementing the strategies listed above. Include a description of any key factors or circumstances that resulted in a modification or change to the strategies or activities as they were originally described in the approved improvement plan.

Northwest Elementary made great progress with the goal of, "School teams will become more effective during meetings to increase the amount of time spent focused on student learning."

PLC norms were adopted school wide and are based on "Seven Norms of Collaboration" from www.adaptiveschools.com. A copy of the form can be found at the end of this report. (Appendix A)

Each grade level, in September of 2009 began the implementation of the America's Choice Language Arts Units of Study and adhered to the specific work products outlined in each study. Also in September, each grade level agreed to an Everyday Math Pacing time line with specific end dates for units and a date when all teachers in that grade level would administer the District Trimester Math Assessment.

All staff meeting that were facilitated by Mrs. Larochelle began with school wide celebrations. We did have a temporary change in leadership from October until January which impacted the sharing of successes for those months.

Many of our successes have come through our partnership with America's Choice. Last April '09 when planning out the activities that would increase school teams effectiveness the Leadership Team was unaware of the resources America's Choice would provide our school to improve curriculum and instruction. The new insight and training from our America's Choice Cluster Leader has lead to refinements in certain activities.

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Some of the refinements include:

- **Original Activity:** The Leadership team will write a policy on how team meetings prepare agenda, take notes, and distribute information. **Changed Activity:** *Eliminated from the plan there is no longer a need for a school wide written policy. (Sample Agenda, notes, and distribution information can be found in Appendix B & C)*
- **Original Activity:** Each certified staff member will maintain a Professional Learning Community (PLC) binder that includes the Restructuring Action Plan, Statement of purpose, meeting norms, related documentation (data or Units of Study) and GLEs. **Changed Activity:** *Restructuring Action Plan, meeting norms, related documentation (data or Units of Study) and GLEs will be kept in the class data binder.*
- **Original Activity:** DATA Wall will be placed in the main office to celebrate school wide data. **Changed Activity:** *Class data folders will be the first item in each class data binder. These data folders will be updated in September, December, March, and June.*

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Evidence of Progress: Plan Implementation

Please provide AYP and SINI/Restructuring status information:

Based on AYP from 2009:

Made AYP in Mathematics: Yes ☒ No ☐ Year of Improvement: 3 N/A ☐

Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 5 N/A ☐

Based on AYP from 2010:

Made AYP in Mathematics: Yes ☐ No ☒ Year of Improvement: 4 N/A ☐

Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 6 N/A ☐



Restructuring Goal for 2009-10

State the restructuring goal:

Teachers will make informed decisions about student learning based on multiple sources of data (state, district, school, and classroom) to appropriately differentiate instruction.



Implementation of Approved Strategies/Activities

List the strategies/activities implemented during the 2009-2010 school year to accomplish this goal:

Strategies:

- Improvement in Curriculum and Instruction
- Implementing Local Assessments
- Implementing Processes to Follow the Progress of Each Child
- Addressing Specific Needs of Low-Achieving Students
- Professional Development
- Program Supported by Scientifically-Based Research

Activities:

- A Response to Intervention (RtI) model will address the needs of struggling students and the progress monitoring data will be used to determine program effectiveness.
- Progress Monitoring will occur bi-weekly for all students scoring below proficient on Benchmark Assessments.
- Co-Planning between classroom teachers and support personnel.
- Analyze data and set targets for instruction and intervention.
- Provide Performance Tracker training during PLCs in order for teachers to track class data.

Select one descriptor that best describes the status of the strategies at the end of 2009-2010:

- ☒ Completed as planned and as described in the approved school improvement plan
- ☐ Completed as planned, with changes/refinements to certain strategies and activities
- ☐ Progressing as planned, with no changes to strategies and activities
- ☐ Progressing, with changes/refinements to certain strategies and activities
- ☐ Beginning stages of implementation
- ☐ No strategies or activities implemented

Narrative Response

Describe the progress made during 2009-10 in implementing the strategies listed above. Include a description of any key factors or circumstances that resulted in a modification or change to the strategies or activities as they were originally described in the approved improvement plan.

Northwest Elementary completed all activities planned for the goal, "Teachers will make informed decisions about student learning based on multiple sources of data (state, district, school, and classroom) to appropriately differentiate instruction." Although all of the activities were implemented and completed with great success, the Northwest staff and Leadership agree that there is much more work to do in year 2 to strength the existing infrastructure.

At the end of this report you will find the following documentation to support the implementation of the stated activities:

- A Response to Intervention (RtI) model will address the needs of struggling students and the progress monitoring data will be used to determine program effectiveness. ***(June 2009/June 2010 comparison with all district Language Arts Data: Appendix D)***
- Progress Monitoring will occur bi-weekly for all students scoring below proficient on Benchmark Assessments. ***(SSP Professional Development Schedule: Appendix E)***
- Co-Planning between classroom teachers and support personnel. ***(Co-planning note page that is keep in all data binders: Appendix F)***
- Analyze data and set targets for instruction and intervention. ***(Trimester Data Review note sheet that was used when reviewing struggling student data: Appendix G)***
- Provide Performance Tracker training during PLCs in order for teachers to track class data. ***(PLC Agenda: Appendix H)***

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Evidence of Progress: Plan Implementation

Please provide AYP and SINI/Restructuring status information:

Based on AYP from 2009:

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Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 5 N/A ☐

Based on AYP from 2010:

Made AYP in Mathematics: Yes ☐ No ☒ Year of Improvement: 4 N/A ☐

Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 6 N/A ☐



Restructuring Goal for 2009-10

State the restructuring goal:

Professional Development will be focused on school and individual needs and will be applied in all classrooms to ensure student learning and effective teaching.



Implementation of Approved Strategies/Activities

List the strategies/activities implemented during the 2009-2010 school year to accomplish this goal:

Strategies:

- Improvement in Curriculum and Instruction
- Professional Development
- Program Supported by Scientifically-Based Research

Activities:

- The Data Team will report school wide data to the leadership team.
- Principals will participate in NISL's Executive Development Program
- The Principal, Reading Supervisor, and a Literacy Intervention teacher will attend a Train the Trainer Institute on Reading & English Language Learners
- The Reading Supervisor and Literacy Intervention Teacher will offer after school professional development on teaching ELL students to read.
- Support Service Providers will be provided a specialized professional development to enhance their understanding of co-planning, RtI, and curricula. (*Appendix D*)

Select one descriptor that best describes the status of the strategies at the end of 2009-2010:

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- ☐ No strategies or activities implemented

Narrative Response

Describe the progress made during 2009-10 in implementing the strategies listed above. Include a description of any key factors or circumstances that resulted in a modification or change to the strategies or activities as they were originally described in the approved improvement plan.

Northwest Elementary completed all activities planned for the goal, "Professional Development will be focused on school and individual needs and will be applied in all classrooms to ensure student learning and effective teaching." Although all of the activities were implemented and completed with great success the Northwest staff and Leadership agree that there is much more work to do in year 2 to strengthen the existing infrastructure.

The Data Team reported out District Data only to the Leadership team by Trimester. During the 2010-2011 school year the data team plans to continue reporting District Data, as well as, school wide implementation data from Year 2 of the America's Choice Implementation Rubric and all focus walk data. The Leadership Team members in turn will be responsible for taking this data to their respected grade levels/departments and determine next steps.

Mrs. Larochelle completed 2 years of training in NISL's Executive Development Program and has opted to join the Lead Teacher Training for America's Choice during the 2010-2011 school year.

A five month ELL book study was completed by eleven staff members that represented all grade levels/departments at Northwest. Each participant completed an ELL strategies portfolio that they shared at a PLC with their grade levels/departments. The book study was so successful that the Reading Supervisor and Literacy Intervention Teacher that facilitated the book study presented the model to administrators from around the state. In addition, UNH-M offered to provide Northwest the same budget to complete the book study with additional staff. The book study is scheduled to be offered in January 2011.

In addition to the SSP Professional Development Schedule (Appendix D), Specialized training on research based intervention program were provided to Special Ed., Title I, and ELL departments.

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The Special Educator department at Northwest completed 60 hours of training during a 100 hour practicum with Orton-Gillingham Training supervised by Beth McClure.

The Title I & Ell department participated 25 hours of Level Literacy Intervention (LLI) professional development and actively applied their learning to intervention groups throughout the course of the school year.

2009-2010 Restructuring Progress Report Evidence of Progress: Plan Implementation

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Instructions: For each goal listed in your approved school improvement plan, provide a status report on the strategies and activities implemented during 2009-10 to help meet that goal. Complete one form for each school improvement goal. Duplicate this page as needed.

Please provide AYP and SINI/Restructuring status information:

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Made AYP in Mathematics: Yes ☒ No ☐ Year of Improvement: 3 N/A ☐

Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 5 N/A ☐

Based on AYP from 2010:

Made AYP in Mathematics: Yes ☐ No ☒ Year of Improvement: 4 N/A ☐

Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 6 N/A ☐



Restructuring Goal for 2009-10

State the restructuring goal:

Actively empower parents to participate in their child's education to improve learning outcomes for all students.



Implementation of Approved Strategies/Activities

List the strategies/activities implemented during the 2009-2010 school year to accomplish this goal:

Strategies:

- Parent and Community Involvement

Activities:

- Parent Information nights and an Open House will be provided to enhance the home/school connection.
- A June information night will be provided for parents and students to meet their grade level and learn curricula expectations.
- PTG change meeting time to directly after school to increase parent/teacher participation.
- Plan and monitors 25 book campaign.
- Newsletters, written communications and agendas will be established.
- Parents/guardians and the community will be engaged in 25 book campaign and book of the month.
- Home-school communication folders will be created and used for all students.
- Parents and community will be informed about the school's comprehensive school reform.

Select one descriptor that best describes the status of the strategies at the end of 2009-2010:

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Narrative Response

Describe the progress made during 2009-10 in implementing the strategies listed above. Include a description of any key factors or circumstances that resulted in a modification or change to the strategies or activities as they were originally described in the approved improvement plan.

Although we are at the beginning stages of the implementation of activities to support our goal, "Actively empower parents to participate in their child's education to improve learning outcomes for all students." The successes our school has made in the area of parent involvement have laid the foundation for much more exciting work to come.

During the 2010-2011 school year, Northwest partnered with the Parent Information Resource Center (PIRC) for intensive parent involvement support. In October of 2009, a school community index was compiled from the results of parent, teacher, and administrator surveys. There was 88% parent participation and 98% teacher participation in completing the surveys. The school team developed a two-year plan based on the needs assessment. Our School Community Council (SCC) members included Administration, Social Worker, Guidance Councilor, Title I Reading Supervisor, Ell teacher, classroom teacher, paraprofessional, and several parents. The SCC focus for the first year was to align the School Community Index results with America's Choice Parent Involvement Requirements. The SCC team focused its work on developing homework guidelines and a home-school communication notebook that would develop consistency throughout the school. It also provides an explanation of the school's comprehensive reform in the content areas of Language Arts and Mathematics (Examples from the home-school communication notebook. Appendix: I).

The Home-School Communication Notebook was introduced to staff and parents in June of 2009, with an expected school wide implementation in September 2010. Northwest Elementary recently was nominated and won a Parent Involvement in Education Award for this team's positive impact on family/school partnerships.

The 25 book campaign became the "Million Word Challenge", where the students of Northwest were challenged to read a million words over the 2009-2010 school year. In June,

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the entire school celebrated Literacy by performing “Gotta Keep Reading” a rewritten version of a Black-Eyed Peas song. The performance began after our Million Word Challenge Assembly. During the assembly, parents of the children that reach the million words were invited to watch as 280 children received their Northwest Million Word Challenge T-Shirt. The students promptly put the t-shirts on for the school performance that took place on the play ground. Feedback from the parents, students, teachers, mayor, Board Member, Alderman and superintendent were very positive and we plan to kick off the 2010 school year with another assembly to get the students excited about the 2010 Million Word Challenge. We will again send a letter home explaining the Million Word Challenge process to parents to ensure that the challenge remains a family activity.

Northwest Elementary offered the following nights to the families of our students:

<i>June 10th Step-Up Night</i>	<i>Night Attendance: 190 Families attended</i>
<i>September 9th Open House</i>	<i>Night Attendance: 75% family participation</i>
<i>November 18th Math Night</i>	<i>Night Attendance: 613 people attended</i>
<i>March 18th Library Book Fair & Art Show</i>	<i>Night Attendance: 600+ people attended</i>
<i><u>Additional data (Book sales increased from \$3,000 in '08 to \$8,535.92 in '09)</u></i>	
<i>June 1st Kindergarten Orientation</i>	<i>Night Attendance: 134 people attended</i>
<i>June 15th Step-Up Night</i>	<i>Night Attendance: 185 families attended</i>

June Parent Surveys for Step-Up Night indicated overwhelming positive response – every parent survey indicated that they would come to this night again! Here are some of the comments:

“My son had a blast! He was very excited to be here!”

“We are a new family and this was helpful. Thank you!”

“Thank you for everything you all do. I know it is difficult with budget difficulties.”

“The staff here is very helpful, pleasant, and a positive influence on our children. This is a great team!”

“Thank you for keeping us informed. We are so fortunate to have a good school and staff here at northwest. God bless you all!”

“The flyers were very helpful, info from teachers was helpful! To noisy to hear because of chattering. Great Job!”

“Congratulations Northwest! You guys are the best!”

“Thank you so much. It was very informational.”

“I am very excited that my son will be attending 1st grade here at Northwest! I was also a student here!”

2009-2010 Restructuring Progress Report **Evidence of Progress: Plan Implementation**

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Please provide AYP and SINI/Restructuring status information:

Based on AYP from 2009:

Made AYP in Mathematics: Yes ☒ No ☐ Year of Improvement: 3 N/A ☐

Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 5 N/A ☐

Based on AYP from 2010:

Made AYP in Mathematics: Yes ☐ No ☒ Year of Improvement: 4 N/A ☐

Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 6 N/A ☐



Restructuring Goal for 2009-10

State the restructuring goal:

Alignment of instruction to standards is critical to the achievement of improved student performance



Implementation of Approved Strategies/Activities

List the strategies/activities implemented during the 2009-2010 school year to accomplish this goal:

Strategies:

- Improvement in Curriculum and Instruction
- Implementing Local Assessments
- Implementing Processes to Follow the Progress of Each Child

Activities:

- Lab sites will be established in primary grades and upper grades for coaches to practice and apply strategies learned in training.
- Rituals and routines of readers and writers workshops are established in all K–5 classrooms.
- Teachers will focus on teaching workshop procedure, reading strategies or skills and the lessons are connected to the elements in the standards.
- In the work period students will be engaged in independent or small group activities with teacher and other students.
- Readers chair and authors chair will be established in classrooms and students will use accountable talk.
- Teachers will use running records to monitor reading progress and make instructional decisions.
- Readers & Writers Workshop Training and Support Materials from Developmental Studies Center.

Select one descriptor that best describes the status of the strategies at the end of 2009-2010:

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Narrative Response

Describe the progress made during 2009-10 in implementing the strategies listed above. Include a description of any key factors or circumstances that resulted in a modification or change to the strategies or activities as they were originally described in the approved improvement plan.

Northwest Elementary completed all activities planned for the goal, "Alignment of instruction to standards is critical to the achievement of improved student performance." Although all of the activities were implemented and completed with great success the Northwest staff and Leadership agree that there is much more work to do in year 2 to strength the existing infrastructure. (June 2009/June 2010 comparison with all district Language Arts Data: Appendix D)

The NW Data Team will use data collected from America's Choice Technical Assistance Visits (Sample TA Form Appendix: J), Self-Evaluation of Diagnostic Assessment Tool (DAT), and Year 2 of the America's Choice Implementation Rubric to plan additional activities for the 2010-2011 school year.

Evidence of Progress: School Practices and Student Outcomes

Instructions: Respond to the following reflective questions:

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➤ **Planning Process Update**

Provide any new information or changes in planning team membership or the planning process used by the team.

The following changes will be implemented for the 2010-2011 school year:

The 3 Leadership Team Members will be replaced: Representatives from grade 3, grade 4, and grade 5 will be replaced by another grade level teacher. This change is so that all members of the school staff can have a chance to partake in the leadership role. The following school year a few more new members will replace existing leaders. The changes are gradual to ensure the work of the Leadership Team is not disrupted but at the same time fresh perspective are brought to the meetings.

Communication to the staff around the work of the Leadership Team was an issue during the 2009-2010 school year. To ensure adequate time is provided to the leaders to report information from the meetings to their respected grade levels/departments a new meeting schedule will be created.

The final change for the 2010-2011 is that agenda's for the Leadership Teams will be set by the principal based on the America's Choice Implementation Rubric for Year 2, to ensure that our school reform is implemented with fidelity and integrity.

➤ **Planning Team Assessment of School Governance Structure**

Please explain the current governance structure (inclusive of: "Principal's Role", "Team Structure", and "Professional Development" clusters) in the school and any changes that have occurred due to restructuring plan implementation.

Year one of restructuring and America's Choice was very challenging and rewarding, there were times that as a school we felt the Restructuring plan and America's Choice School Reform were two competing plans each leading us in a different direction. It was essential at the end of the school year for the data team to reflect on the implementation of both plans.

In May and June of 2010 the data team meet for four full days to discuss our strengths and challenges with implementing two very comprehensive school improvement plans. The data team had collected a year's worth of data, with District Data, Professional Development reflection forms, and staff feedback. The data team charted all of the successes and struggles endured during the 2009-2010 school year.

The challenges that needed to be addressed for the 2010-2011 school year were the following:

Clearly defining the roles of the Data Team Members:

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This would increase shared leadership and ensure that each person's role was focused and clearly defines. The role of the LD Specialist, Reading Supervisor, and Literacy Intervention Teacher in the restructuring plan was based solely around Response to Intervention (RtI) in our SIG Grant with regards to America's Choice School Reform the same three people were Literacy Coaches for two grade levels.

Class Schedules:

The class schedule that came from our Restructuring Plan was based around RtI, an intervention block, and a four day literacy workshop schedule to allow Fridays for classroom teachers to have all students when teaching science and social studies. Although the schedule that was put in place allowed for a push-in model of intervention it hindered the implementation of the Readers & Writers Workshop and was the contributing factor to a decline in district data in some grade levels.

Differentiation of Professional Development:

While implementing Year 1 of America's Choice the same professional development was given to all staff members. It was delivered quickly without the necessary time and coaching feedback to ensure that best practices were successfully implemented. The data team realized that the level of implementation, student success, and teacher buy-in varied greatly from class to class.

After hours of discussion and data review, the Data Team concluded that the above issues would be resolved for the 2010-2011 school and our restructuring plan would establish an infrastructure to support the America's Choice School Reform. The America's Choice Diagnostic Assessment Tool (DAT) and Year by Year Implementation Rubric would create the road map for Northwest to follow in regards to school wide change.

➤ **Monitoring Implementation**

How has your school/district monitored the implementation of the restructuring plan?

The principal's main work is to implement and maintain the restructuring plan and to build internal capacity to support improvements that can be sustained in the future. The Data Team compiled reports based on school, district, and state data which was then presented to the Leadership Team. The Leadership Team in turn reviewed all of the reports to monitor school improvement initiatives to determine effectiveness.

➤ **Monitoring Student Progress**

Describe the process for monitoring student progress beyond annual state assessment or accountability results, especially for those students who persistently achieve below proficient levels.

Currently our interventions are delivered by a "push-in" model where Support Service Providers (SSP) provide instructional support delivered within the classroom. The Data Team established a new service delivery schedule that ensured a specific time in the student's day be set aside for intervention/support services. The SSPs work closely with the regular education

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teachers to ensure that all below proficient students receive appropriate instruction alongside their peers in general education classrooms. The regular education teacher and SSP co-plan weekly to tailor instruction to meet the needs of all learners. During the Language Arts intervention time, the instructors can target below proficient students addressing the needs of these individual learners, along with progress monitoring to determine academic success. For students receiving interventions/support services, progress monitoring is regularly assessed (bi-weekly) to determine if the intervention the student is receiving is working effectively.

The Reading Supervisor met each trimester with all Title I/ELL Intervention teachers to review group, or student data to ensure progress was being made. The Learning Disabilities Specialist met each trimester with all Special Educators to review group, or student data to best meet the needs of all learners. The Literacy Intervention Teacher reviewed all of the Running Records in the building to ensure the validity of this reading data. Once each person had completed their data reviews the three of them updated the Data Team on specific data trends.

➤ **Accomplishments**

What accomplishments can be documented during the 2009-10 school year that resulted in improved outcomes for students scoring below proficient levels in Reading and Mathematics?

- *Shared Leadership and building an infrastructure for school wide reform*
- *“Push-In” Model for delivery of services paired with weekly co-planning*
- *Strengthening of our Language Arts Core instruction with America’s Choice and Math instruction with the Everyday Math Program*
- *America’s Choice monograph series and teacher meeting for specialized professional development in the area of literacy*
- *Strengthening of Parent Involvement*

➤ **Barriers to Improvement**

Where improvement on previously established restructuring goals is less evident, what factors have impeded the desired change?

- *A temporary change in Leadership from October to January*
- *Clearly defining the roles of the Data Team Members*
- *Class Schedules*
- *Differentiation of Professional Development*
- *Focused Coaching to improve the instruction of students*
- *A system to track subgroup data*

➤ **New Recognized Needs**

Are there new areas in need of improvement that were identified by your school community?

**Northwest Elementary School
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- *Clearly defined roles for all members of data team*
- *New class schedules to allow for core instruction in addition to interventions*
- *Differentiation of Professional Development*
- *Focused Coaching to improve the instruction of students*
- *A system to track subgroup data*

➤ **Refinements**

Based on the response to the previous two questions, what refinements to the Restructuring Plan are proposed for 2010-11?

- *A written definition of all data team members roles*
- *New class schedules to be implemented in September 2010*
- *Professional development that is tailored to specific teacher need*
- *A coaching cycle where all Northwest Educators study a practice, see it modeled by the Literacy Coach, then is able to try it out in on her own, and then observation of the practice with focused feedback*
- *Members of the data team assigned specific subgroups to track and a common template for collecting the data*

➤ **Continuation of Online Tool**

How will the school continue to use the online Center for Innovation and Improvement (CII) Rapid Improvement Process tool to track evidence of progress under specific indicators and any shifts in prioritizing the needs you will address?

At this time Northwest relies on the technical support provided from the America's Choice School Reform Model. There are many similarities between expectations outline by America's Choice and the Center of Innovation and Improvement. To further utilized the online Center for Innovation and Improvement more professional development would be required.

➤ **Communication and Outreach**

Describe the process by which the objectives of the plan will be disseminated to parents, school personnel, and the community at-large to increase the likelihood of "buy-in" to the plan's objectives and success.

- *Leadership Team Members will gather information from grade level/departments to inform Leadership Team decisions, meeting information will then be communicated back to the staff via the Leadership Team Members.*
- *Northwest will continue its work with the Parent Information Resource Center (PIRC) to ensure the community at large stays informed.*

SCHOOL YEAR 2010-2011 RESTRUCTURING ACTION PLAN

Goal (The reduction to be achieved in a specific achievement gap)	School teams will become more effective during meetings to increase the amount of time spent focused on student learning.					Strategies to be Implemented (check all that apply): <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input type="checkbox"/> Establishing or Implementing Local Assessments <input type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input checked="" type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Changes in School Systems or Processes <input checked="" type="checkbox"/> Leadership/Governance <input type="checkbox"/> Climate/Culture (staff and/or students) <input type="checkbox"/> Programs Supported by Scientifically-Based Research <input type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Connects to school's Title I Targeted Assistance or School-wide Plan <input type="checkbox"/> Other (please describe: _____)	
Objectives (Priority Indicators from the CII Planning Process to be addressed to work towards the goal)	ID03 All team operate with work plans for the year and specific work products to produce. ID04 All teams prepare agendas for their meetings. ID05 All teams maintain official minutes of their meetings. ID08 The Leadership team serves as a conduit of communication to the faculty and staff. ID13 Instructional Teams meet for blocks of time (4-6 hours, once a month; whole days before or after the school year) sufficient to develop and refine units and review student learning data IE10 The principal celebrates individuals, teams, and school successes, especially related to student learning outcomes. IE13 The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.						
Proposed Activities for 2010-2011 <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often and by whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often and by whom?</i>	Title I School Improvement Funds <i>Include amount allocated to this activity if applicable. Provide related detail on the Budget Narrative and complete Justification Forms as applicable.</i>	
All certificated staff will partake in professional learning communities (PLCs) weekly	existing	9/10-6/11	Principal	PLC notes will be monitored by the principal to ensure 100% participation	Principal will document lack of participation		
Each team will work a day after the school year is finished to refine work plans for the 2010-2011 school year.	Title I Stipend Funding	6/23/10	Leadership Team	Work plans will be reviewed by the Leadership Team each trimester to ensure they are vertically aligned	June 2010 District Benchmark data will be compared to June 2011 Benchmark data		
The principal will celebrate school successes at Staff meetings and PTG meetings.	Existing	9/08-6/11	Principal	Agendas of staff and parent meetings.	Survey Parents & Teachers yearly		
Each team will meet for blocks of	Title I money allocated for	9/10-6/11	America's Choice Literacy Coach	Agendas and work products will be reviewed by the	Teacher Reflection Forms, Focus Walk		

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time to develop and refine units and review student learning data	substitute teachers			Leadership Team	Data, Class Data	
Monthly PLCs will focus on discussing key topic from the Reading & Writing Monographs	existing	9/10-6/11	Data Team	Agendas and work products will be reviewed by the Leadership Team	Teacher Reflection Forms, Focus Walk Data, Class Data	
All Leadership meetings will be held bi-monthly Tuesday mornings with the leaders reporting to grade levels/departments on Wednesday	Existing	9/10-6/11	Principal	A monthly meeting schedule will be provided to staff at the beginning of each month	Leadership Agendas, Meeting Notes, Grade Level Meeting Notes	
Two PLCs a month will be conducted to cross grade level groups to ensure all teachers have targeted support	Existing	9/10-6/11	Data Team	A monthly meeting schedule will be provided to staff at the beginning of each month	PLC Agendas, Meeting Notes, Teacher Reflection forms	

SCHOOL YEAR 2010-2011 RESTRUCTURING ACTION PLAN

Goal (The reduction to be achieved in a specific achievement gap)	Teachers will make informed decisions about student learning based on multiple sources of data (state, district, school, and classroom) to appropriately differentiate instruction.			Strategies to be Implemented (check all that apply): <input checked="" type="checkbox"/> <i>Improvement in Curriculum and Instruction</i> <input checked="" type="checkbox"/> <i>Establishing or Implementing Local Assessments</i> <input checked="" type="checkbox"/> <i>Implementing Processes to Follow the Progress of Each Child</i> <input checked="" type="checkbox"/> <i>Addressing Specific Needs of Low-Achieving Students</i> <input checked="" type="checkbox"/> <i>Professional Development</i> <input type="checkbox"/> <i>Changes in School Systems or Processes</i> <input type="checkbox"/> <i>Leadership/Governance</i> <input type="checkbox"/> <i>Climate/Culture (staff and/or students)</i> <input checked="" type="checkbox"/> <i>Programs Supported by Scientifically-Based Research</i> <input type="checkbox"/> <i>Parent and Community Involvement</i> <input type="checkbox"/> <i>Extended-Time Learning</i> <input type="checkbox"/> <i>Connects to school's Title I Targeted Assistance or School-wide Plan</i> <input type="checkbox"/> <i>Other (please describe: _____)</i>		
Objectives (Priority Indicators from the CII Planning Process to be addressed to work towards the goal)	IIB01 Units of instruction include pre/post tests to assess student mastery or standards-based objectives IIB02 All Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction IIB03 Unit pre-test and post-test results are reviewed by the Instructional Team IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement. IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results.					
Proposed Activities for 2010-2011	Resources	Timeline	Oversight	Monitoring (Implementation)	Monitoring (Effectiveness)	Title I School Improvement Funds
A Response to Intervention (RtI) model will address the needs of struggling students and the progress monitoring data will be used to determine program effectiveness.	Existing	9/10-6/11	Principal Data Team	Progress Monitoring Data will be monitored bi-weekly by the Title I Reading Supervisor and LD Specialist.	Movement with in RTI tiers	
Progress Monitoring will occur bi-weekly for all students scoring below proficient on Benchmark Assessments.	Existing	9/10-6/11	Principal Title I Reading Supervisor LD Specialist	Progress Monitoring Data will be monitored bi-weekly by the Title I Reading Supervisor & LD Specialist.	Increase in the number of students scoring proficient or better on the District Benchmark Assessments	
Teachers will administer pre/post assessments at the start and end of each unit of study	Existing America's Choice Units Everyday Math Unit	9/10-6/11	Classroom Teacher	Teachers will collect unit data and discuss results when appropriate at grade level meetings or PLCs	Increase in the number of students scoring proficient or better on the District Benchmark Assessments	
Teacher meetings include analyzing actual student work. Meetings will provide the PD for teachers to make connections between standards, their classroom practice, student work, and student achievement	America's Choice Professional Development	12/10-6/11	America's Choice Literacy Coach Title I Reading Supervisor LD Specialist	Agendas and work products will be reviewed by the Leadership Team	Teacher Reflection Forms, Focus Walk Data, Class Data	

SCHOOL YEAR 2010-2011 RESTRUCTURING ACTION PLAN

Goal (The reduction to be achieved in a specific achievement gap)	Professional Development will be focused on school and individual needs and will be applied in all classrooms to ensure student learning and effective teaching.	Strategies to be Implemented (check all that apply): <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input type="checkbox"/> Establishing or Implementing Local Assessments <input type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" type="checkbox"/> Professional Development <input type="checkbox"/> Changes in School Systems or Processes <input type="checkbox"/> Leadership/Governance <input type="checkbox"/> Climate/Culture (staff and/or students) <input checked="" type="checkbox"/> Programs Supported by Scientifically-Based Research <input type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Connects to school's Title I Targeted Assistance or School-wide Plan <input type="checkbox"/> Other (please describe: _____)				
Objectives (Priority Indicators from the CII Planning Process to be addressed to work towards the goal)	IF08 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. IF07 Professional development of individual teachers includes an emphasis on indicators of effective teaching. ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.					
Proposed Activities for 2010-2011	Resources	Timeline	Oversight	Monitoring (Implementation)	Monitoring (Effectiveness)	Title I School Improvement Funds
The Data Team will report school wide data to the leadership team.	Performance Tracker	9/10-6/11	Data Team	Agendas & Meeting Notes	Disaggregated Student Achievement Data	
A Classroom teacher from each grade level (6 total) will partake in America's Choice Trainings and will act as AC Lead Teacher to bring content taught to the rest of the grade level	America's Choice Partnership	9/10-6/11	America's Choice Cluster Leader 6 Lead Classroom Teacher	Agendas & Teacher Sign in sheets	Lead Teacher and grade level reflections	
The Reading Supervisor, Literacy Intervention Teacher, and LD Specialist will attend coaching training to support America's Choice implementation	America's Choice Partnership	9/10-6/11	America's Choice Cluster Leader	Agendas & Teacher Sign in sheets	Focus Walk Data PLC reflections	\$5,000 for Readers Workshop Materials
The Literacy Intervention Teacher will offer after school professional development on teaching ELL students to read.	UNH CO-OP	1/11-6/11	Principal and Lit. Intervention Teacher	Agendas & Teacher Sign in sheets	Teachers will submit a work product to the principal at the completion of the training.	\$7,500 for stipends and materials (UNH Co-op)
All classroom teachers will observe a lesson in the lead class per coaching cycle	Existing	9/10-6/11	Principal America's Choice Coach	Coaching Schedule & Teacher Reflection	Focus Walk Data	

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SCHOOL YEAR 2010-2011 RESTRUCTURING ACTION PLAN

Goal (The reduction to be achieved in a specific achievement gap)	Actively empower parents to participate in their child's education to improve learning outcomes for all students.	Strategies to be Implemented (check all that apply): <input type="checkbox"/> <i>Improvement in Curriculum and Instruction</i> <input type="checkbox"/> <i>Establishing or Implementing Local Assessments</i> <input type="checkbox"/> <i>Implementing Processes to Follow the Progress of Each Child</i> <input type="checkbox"/> <i>Addressing Specific Needs of Low-Achieving Students</i> <input type="checkbox"/> <i>Professional Development</i> <input type="checkbox"/> <i>Changes in School Systems or Processes</i> <input type="checkbox"/> <i>Leadership/Governance</i> <input type="checkbox"/> <i>Climate/Culture (staff and/or students)</i> <input type="checkbox"/> <i>Programs Supported by Scientifically-Based Research</i> <input checked="" type="checkbox"/> <i>Parent and Community Involvement</i> <input type="checkbox"/> <i>Extended-Time Learning</i> <input type="checkbox"/> <i>Connects to school's Title I Targeted Assistance or School-wide Plan</i> <input type="checkbox"/> <i>Other (please describe: _____)</i>				
Objectives (Priority Indicators from the CII Planning Process to be addressed to work towards the goal)	IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives. IIIB01 All teachers maintain a file of communication with parents. IIIB03 All teachers check, mark, and return homework.					
Proposed Activities for 2010-2011	Resources	Timeline	Oversight	Monitoring (Implementation)	Monitoring (Effectiveness)	Title I School Improvement Funds
Parent Information nights and an Open House will be provided to enhance the home/school connection.	Existing	9/10-6/11	Principal	Attendance	Parent Survey	\$1,000 for materials
A June Information night will be provided for parents and students to meet their grade level and learn curricula expectations	Title I SINI	6/10 & 6/11	Leadership Team	Attendance	Parent Survey	\$3,000 for ice-cream books, supplies, cards and dice for take home bags
School Community Council will continue its work with PIRC	Existing	10/10-6/11	PIRC School Community Council	Attendance	Meeting Agendas & Notes	
Plan and monitors 25 book campaign (Million Word Challenge)	America's Choice Model	9/10-6/11	Leadership Team Classroom Teachers	Guidelines from America's Choice Student Reading Log	Increase reading level	
Home-School Communication Notebooks will be provided to all students to maintain consistency with homework and parent communication	Title I SINI	9/10-6/11	Principal Classroom Teachers Parents	The Principal will record all homework incidences and request a parent meeting if homework assignments are consistently missing	Parent Survey	\$6,000 for 900 communication notebooks

Title I Budget Narrative for 2010-2011 Activities

Instructions: Use this form to provide sufficient detail regarding proposed expenditures of Title I school improvement funds. (SINI Yr 4 and higher = \$15,000) Categories and amounts should correspond to information provided on your attached OBM Form 1. Complete all *budget justification forms* as applicable.

Account Category	Budget Detail	
	Narrative	Total Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>		
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.</i>		
Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Parent Nights – Hannaford’s Gift Card, Dice, Cards Home-School Communication Notebooks	\$10,000
Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>		
Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan.</i>	Listening Centers to support Readers Workshop	\$5,000
Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
Administration <i>Include other costs associated with supporting plan implementation.</i>		
Indirect Costs		
Total		

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2010-2011 School Improvement Plan Title I Parent Notification Requirements

Instructions: *Before completing this section, refer to public school choice guidance.*

- (a) Describe the process the school will use to provide parents of each student enrolled in the school with timely written notice regarding the school's identification as a school in need of improvement. The description must demonstrate the use of dissemination strategies that make such information accessible to all parents, and to the extent practicable, is provided in a language that parents can understand.
- (b) If applicable, describe the process the school has developed for parents in the event they wish to request a transfer of their child to another school within the district that is not identified for improvement. If public school choice is not applicable to your school, state "not applicable".
- (c) Attach a copy of the parent/teacher notification letter to this application, if not previously submitted. ***Submitted on May 15, 2008 with Restructuring Plan.***

Appendix

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<i>A</i>	<i>Seven Norms of Collaboration</i>
<i>B</i>	<i>Leadership Agenda</i>
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<i>D</i>	<i>June 2009/June 2010 Language Arts Data</i>
<i>E</i>	<i>SSP Professional Development Schedule</i>
<i>F</i>	<i>Co-Planning Note Page</i>
<i>G</i>	<i>Trimester Data Review</i>
<i>H</i>	<i>Performance Tracker Training Agenda</i>
<i>I</i>	<i>Language Arts & Math Parent Pages from Home-School Communication Notebook</i>
<i>J</i>	<i>Sample TA Visit</i>

Appendix: A

Seven Norms of Collaboration

1. Promoting a Spirit of Inquiry

Exploring perceptions, assumptions, beliefs, and interpretations promotes the development of understanding. Inquiring into the ideas of others before advocating for one's own ideas is important to productive dialogue and discussion.

2. Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

3. Paraphrasing

Using a paraphrase starter that is comfortable for you – “So..” or “As you are...” Or “You’re thinking ...” –and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

4. Probing

Using gentle open-ended probes or inquires-“Please say more about...” or “I’m interested in...” or “I’d like to hear more about...” or “Then you are saying...” increases the clarity and precision of the group’s thinking.

5. Putting ideas on the Table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea...” or “One thought I have is...” or “Here is a possible approach ...” or “Another consideration might be...”

6. Paying Attention to Self and Others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meeting and conversations.

7. Presuming Positive Intentions

Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

Appendix: B

Restructuring Planning Team Agenda
October 5, 2009
(7:45-8:25am)

Members: _____

- I. Welcome back. (Welcome new members)
- II. Discussion
 - a. Action Plan (see page 2)
 - b. \$50,000 Title IIa
 - c. Co-Planning
 - d. Math Differentiation
 - e. RTI: Response To Intervention
- III. Discussion: Where do we go from here?
- IV. Discussion: America's Choice
- V. Discussion: Phase II Rapid Improvement Indicators

Wrap-up (Tasks for next meeting: _____)

Appendix: C

Leadership Team

Date: May 11, 2010

Time: 7:45-8:20am

Goal: To continue to plan Step-up Night and to discuss the Eagle's Nest Magazine.

Meeting Notes:

- **Step-up Night**
- Please let Jeneca know what each grade level needs for step up night. Gr1 sent email- no response. So it was decided cards would be ordered. Gr.2 Jeneca will talk to Chris. Gr.3 dice will be ordered. Gr. 4 and Gr. 5 would like cards.
- **PIRC/Homework Policy**

Jeneca spoke about last weeks PERC meeting. The homework policy is in development and should be completed by the end of next week. Out of 60 staff members, 20 replied. Out of 600 parents, we had a little over 200 replies to the survey. The survey results were compiled and homework will go home one day a week on a weekly basis. You may have some assignments come back daily if you wish. The homework will focus on LA and Math. A communication book will also be a part of the policy. All notices will be sent home once a week as well.
- Shelly will be meeting with the math leaders to begin to develop a math information sheet for parents to support them with the EDM program. Jeneca is developing a LA handout as well.
- It is a good possibility that we will start a homework club to support students who may or may not be able to get the support at home. It will be great for math seeing EDM is taught different from the way many parents learned math. Town and Country will be providing printing services to make this policy/supports in various colors according to grade levels. Paula will support us by working with parents if in special cases students are not getting homework completed.
- **Eagle's Nest**
- It was discussed and decided that each classroom/SSP teacher may submit 2 pieces of writing. Submit to the member of the LT that represents you. Email them if possible. Submissions are due by next Friday (5-21-10). It was decided that an assembly to celebrate all of the students' hard work would be planned.

Very Important/ Grade Level Communication: Share Eagle's Nest information and begin collecting submissions. See Jeneca if you think of anything else needed for the Summer fun bags. Start going through the bags that were returned from last year and making games or items that you want to go in the bags.

Next Meeting: Tuesday, May 18th

Future Mtg. Dates: Tuesdays

Appendix: D**% of Students at each Proficiency Level June 2009/ June 2010**

Benchmark Running Records	Level 1	Level 2	Level 3	Level 4	Total % Proficient
Kindergarten	10%/12%	14%/14%	59%/37%	16%/37%	76%/73%
First Grade	38%/18%	6%/5%	28%/47%	27%/30%	56%/77%
Second Grade	7.5%/21%	12%/6%	40%/43%	40%/30%	80%/74%
Third Grade	13%/9%	8%/10%	47%/36%	32%/45%	79%/81%
Fourth Grade	15%/16%	9%/10%	36%/48%	40%/26%	76%/74%
Fifth Grade	23%/23%	2%/12%	52%/44%	24%/21%	75%/65%
Whole School	20%/16%	8%/10%	43%/42%	30%/32%	73%/74%

Writing Prompt

Grade Level	% Proficient or Better
Kindergarten	85%/77%
Grade 1	57%/68%
Grade 2	76%/78%
Grade 3	63%/81%
Grade 4	65%/62%
Grade 5	77%/83%
Whole School	69%/72%

Schlagal Developmental Spelling Assessment**% of Students at each Level of Proficiency**

Schlagal	Total % Proficient
Grade One	58%/89%
Grade Two	84%/83%
Grade Three	88%/88%
Grade Four	77%/88%
Grade Five	80%/80%
Whole School	79%/86%

Appendix: D

Northwest Elementary School
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**Gates MacGinitie: % of Students at each Level of Proficiency for Total Scores
(According to Stanines)**

Total Scores	Total % Proficient
Grade One	62%/82%
Grade Two	74%/69%
Grade Three	71%/72%
Grade Four	65%/64%
Grade Five	64%/65%
Whole School	66%/70%

**Gates MacGinitie: % of Students at each Level of Proficiency for Comprehension
(According to Stanines)**

Comprehension	Total % Proficient
Grade One	58%/83%
Grade Two	66%/67%
Grade Three	65%/68%
Grade Four	63%/59%
Grade Five	62%/60%
Whole School	61%/68%

Gates MacGinitie: % of Students at each Level of Proficiency for Word Accuracy/Vocab (According to Stanines)

Word Accuracy	Total % Proficient
Grade One	66%/80%
Grade Two	77%/74%
Grade Three	71%/76%
Grade Four	69%/63%
Grade Five	65%/63%
Whole School	67%/68%

Appendix: E

**Northwest Elementary School
Manchester**

*Support Services Professional Development
2009-2010 School Year*

September 1, 2, 3, and 4th

- *Co-planning/Co-Teaching*
- *RtI Progress Monitoring*
- *Setting high expectations for all learners using the Grade Level Expectations*

Friday, October 30th

- *Co-planning/Co-Teaching*
- *RtI: How do I analyze Progress Monitoring Data and refocus instruction?*

Wednesday, November 25th

- *Administering, Scoring, and Analyzing District Assessments*

Tuesday, December 23rd

- *Mid-year review, self-assess and program evaluations on co-planning/co-teaching and RtI interventions*

Friday, February 12th

- *Math Navigator – Intervention Program from America's Choice*

Wednesday, March 17th afternoon session

- *2nd Trimester review, self-assess and program evaluations on co-planning/co-teaching and RtI interventions*

Friday, May 28th

- *Reading Interventions- OG & LLI*

Tuesday, June 15th

- *Year Review and planning for the 2010-2011 year*

Appendix: F

**Northwest Elementary School
Manchester**

Northwest Co-Planning

Teacher:_____ SSP:_____

SSP:	Teacher:	Teacher:	Teacher:	Teacher:
How many groups in the 45 min. ?				
How many kids in each				
Date	Instruction Focus			
	Readers Workshop: Writers Workshop: Word Work: Intervention:			

Student Goals:

Notes:_____

Appendix: G
SSP Data Collection

How many kids in each group? What intervention is being implemented?	Northwest Elementary School Manchester	35		
--	---	----	--	--

In the opinion of the SSP is the intervention being implemented with fidelity?				
What levels are the kids at? Who hasn't moved/needs a change?				
Unique factors to consider when grouping child (see # 5 above) such as tardiness, behavior, emotional concerns.				

Sample questions to ask when reviewing data:

1. Has instructional program been provided with fidelity? (Has this been observed directly?)
2. Has student attendance been acceptable?
3. Is core instruction also being provided in reading? Or, is student missing core instruction?
4. Does instruction address student skill deficits?
5. What other factors could be impacting student's performance?

Appendix: H



Northwest Elementary
Performance Pathways Training: Analyzing Student/Class Data
February 8, 2010

Times by Grade Level:
Grade 2: 12:40-2:15, Grade 3: 10:25-12:05,

**Northwest Elementary School
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Grade 4: 8:35-10:15, Grade 5: 8:35-10:15

PD Goals:

1. Learn how to run class and student reports using performance pathways
2. Analyze District and State Data
3. Identify how this information will impact classroom instruction
4. Determine next steps for specific student interventions during Math/LA Differentiation

Agenda:

1. **Performance Pathways Training:** How do I know which reports to run?
 - Learn about the different types of reports in performance pathways and discuss when to use each.
 - Explore class data using a variety of report types.
2. **Determine next steps for instruction:** How can we use district/state assessments to inform our instruction?
 - Discuss how this information will inform your co-planning sessions
 - Develop a plan to address specific student learning needs during differentiation.
3. **Closing:** Determine and discuss successes and struggles

Please bring the following:

- Performance Pathway user name & password
- Pencil & Paper
- Agenda

Appendix: I

The Northwest Elementary Literacy Program

Our goal is to create **Life Long Readers!**

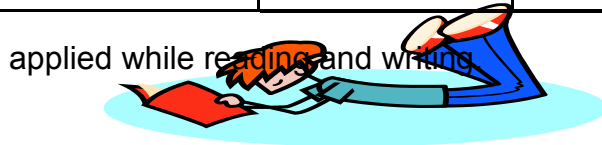
Literacy Block

Northwest Elementary School
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Reading Workshop	Writing Workshop	Skills Block
<u>Whole Class Instruction</u> *Mini Lesson *Read Aloud	<u>Whole Class Instruction</u> * Mini Lesson *Read Aloud	<u>Whole Class Instruction</u> * Phonics *Word Work *Spelling *Vocabulary Instruction
<u>Work Period</u> *Independent Reading *Guided Reading *Reading Conferences	<u>Work Period</u> * Genre Studies (Narrative, Informational, and Response to Literature) * Writing Conferences	
<u>Closing</u>	<u>Author's Chair</u>	

Our Literacy Program addresses the necessary balance between reading, writing, listening, speaking and social skills. The workshop model creates a structure for the students to have whole class instruction, and then have time to apply what they have learned independently or with the help of the teacher. The workshop block is then closed with the whole class reflecting on what they have learned and



You make a difference in your child's learning!

A Parent of a Northwest Student Can Expect:

- Your child will be reading and writing EVERY DAY at school and at home.
- Every student will read or have read to them ONE MILLION WORDS, in school and at home.
- Every student will write in school and at home every day. Entries can include: memories, family stories, letters, quotes, observations, lists, facts, reactions, reflections, and drawings.

How can I help my child with Language Arts Homework?

- Make sure your child has a quiet place to study. Have school supplies available such as paper, pencils and books.
- Join this effort to have your child read ONE MILLION WORDS by reading to your child or letting your child read to you every day.
- Questions will help your child to think about what they are reading and build comprehension. Ask your child questions about what he/she is reading, such as:
 - What do you think about this story?
 - Why do you think the character did that?
 - What do you think will happen next?
 - What did you learn from this book?
 - What was your favorite part? Why?
- Read aloud different kinds of text to your child, such as stories, poems, magazine articles or informational books.
- Please find time to have your child write at home. Encourage your child to write shopping lists, letters, stories, or poems.
- Share your family stories: your child may want to write about them.
- Talk to your child's teacher and find out what students are learning in class.



Vocabulary your child will be hearing and using this school year:
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Accelerated Reader (AR):

- This is a reading comprehension program on the computer. A student reads an AR book, then takes a quiz on the computer and earns points toward reaching his/her AR Goal.

Accountable Talk:

- Students actively participate in classroom talk, listening to each other and building on each other's ideas.

Book Bag:

- A bag that students keep in the classroom for independent reading, holding carefully selected "just-right" books that will support reading fluency and understanding.

Book of the Month:

- A book that is read to the entire school to build a literate community.

Guided Reading:

- Small group reading instruction with a book the teacher has selected.

Independent Reading:

- Students spend time every day practicing reading on their own with a "just-right" book.

"Just-Right" Book:

- This is a book a student can read most of the words in and understand most of the ideas.

Million Word Challenge:

- A challenge to encourage every student at Northwest to read or listen to a million words a year.
-

Reading Conference:

- The teacher meets with a student to talk about the books the student is reading and to listen to that student read aloud.

Reading Log:

- A record of the list of books a student has read independently.

Reading Response Notebook:

- Students write down their thoughts about what they are reading.

Writers Notebook:

- Students collect ideas they may write about using the writing process (planning, drafting, revising, editing, and publishing).

Appendix: I



**Northwest Elementary School
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The Northwest Elementary Math Program

Our goal is to create **Mathematical thinkers!**

Math Block

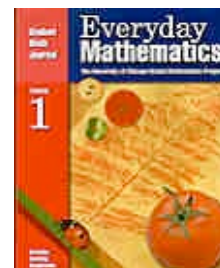
Here at Northwest Elementary we use the Everyday Math Program to deliver math instruction. Our teachers are well trained to support student needs at all levels and our classrooms are equipped with the tools, both mathematical and technological to give students a 21st century education. We strive to build mathematically literate students who are able to apply the mathematics learned to many real world applications. The goal of Everyday Mathematics is to significantly improve the mathematics instruction being offered to school children in the U.S. The Everyday Mathematics Program emphasizes conceptual understanding while building a mastery of basic skills. It explores the full mathematics spectrum, not just basic arithmetic. Everyday Math considers how children learn and what they're interested in, and the future for which they must be prepared.

Everyday Math Program	
<p><u>Instruction</u></p> <p>60 minutes of instruction daily</p> <p>Every lesson includes time for whole group, small group, partner or individual activities.</p> <p>Additional 30 minutes of instruction to target enrichment or re-teaching.</p>	<p><u>Individual Practice</u></p> <p>*Math Messages *Mental Math and Reflexes *Games *Explorations *Math Boxes/ Math Journal</p> <p><u>Assessment</u></p> <p>*Math Boxes *End of the Unit Test *District Trimester Test</p>

You make a difference in your child's learning!

A Parent of a Northwest Student Can Expect:

- Real-life problem solving
- Balanced Instruction
- Multiple Methods for Basic Skills Practice
- Emphasis on Communication
- Appropriate Use of Technology



How can I help my child with Math Homework?

Create a homework routine –

Familiar routines help homework go smoothly at home. With your child, decide on a time and place to do homework, and maintain the routine.

Read Family Letters and Study Links –

These pages describe what your child is learning so that you can help. They also suggest fun, easy math activities you can do at home. Consider keeping all of these in a special folder to refer to throughout the year.

Communicate with the teacher –

You are the link between your child and school. Ask questions if you or your child do not understand homework and share good news when you see progress.

Ask your child to explain –

Encourage your child to teach you the day's math lesson by using the problems in the study links. Ask questions about the steps used to solve a problem, such as "Why did you put that number there?"

Use questions to help –

Although it's tempting to give children the answers when they're confused, they learn more when you help them discover the answers for themselves. You may try questions like these...*Have you seen problems like this before?, What is the problem asking you to do or find?, What's one idea you have for finding an answer?, Can you draw a picture of the problem?, Can you use objects to show the problem?*

Be accepting of mistakes –

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Let your child know that every mistake is an opportunity to learn. When your child makes a mistake, ask your child to explain his/her answer.

Play math games –

Playing games will help your child master skills – both commercial games and games from school are helpful.

Vocabulary your child will be hearing and using this school year:

Algorithm: This is a well –defined procedure or set of rules guaranteed to achieve a certain objective.

Explorations: Explorations are independent or small group activities that allow children to investigate and develop math concepts. These are a key part of the math program in the early grades and often involve manipulative materials.

Home Links/ Study Links/Skills Link: These links provide an important connection between home and school. Most are activities that require interaction with parents, other adults, or another child. They are designed to provide practice, and review of skills and concepts, and an extension of the material covered in the daily lessons. Students use a variety of math tools throughout the year.



Manipulatives: Hands-on materials for students to use when learning a math concept.

Math Boxes: Math Boxes are used to review material on a regular basis. *Everyday Mathematics* includes Math Boxes for almost every lesson. Math Boxes are divided into either 4 or 6 boxes, or cells. Some of these cells contain review problems. Other cells have been left empty so that the teacher can write problems to meet the particular review needs. Each Math Box page is designed for use as an independent activity or with partners.

Math Differentiation: End of the day math block to reinforce skills by playing Everyday Math games.

Math Message: Many teachers begin each day with a Math Message to be completed by the children before the start of the lesson for that day. Math Messages consist of problems to solve, directions to follow, tasks to complete, notes to copy, sentences to complete or correct, or brief quizzes. Most are used as lead-in activities for the lesson of the day or as a review of previously learned topics. Follow-up to the Math Message usually occurs during the lesson itself.

Math Tool Kit: The Math tool kit contains a ruler, tape measure, geometry template, counters, and money. Children learn responsibility for their learning tools and have them available when needed.

Minute Math (K-3)/ 5-Minute Math (4-6): Minute Math (or 5-Minute Math) are brief activities for transition times and for spare moments throughout the day. The activities serve as a source of continuous review and provide problems for mental problem solving and arithmetic.

Name-Collection Boxes: Equivalent names for the same number and a way to express numbers differently (i.e.: 8: 4×2 or $4 + 4$ or $(2 \times 2) + 4$ or $16 \div 2$)

Numeration and Counting: saying, reading, and writing numbers; counting patterns; place value; whole numbers, fractions and decimals

SRB: Student reference book contains explanations of the mathematical concepts, work examples and game directions.

Student Math Journal: The math journal contains the problem material and pages on which the children record the results of his/her activities. It provides a record of their mathematical growth over time and is used in place of student worksheets, workbook, and textbook.

Appendix: J

TECHNICAL ASSISTANCE REPORT



Date: May 10, 2010 School: Northwest Elementary School
Cluster Leader: Jenn Weiss

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Focus of the Visit:

- *Conduct lesson study with grade 5 teachers.*

Summary of the visit:

- *Introduced Lesson Study to grade 5 classroom teachers, along with Mrs. Pelletier, Mrs. Larochelle, Mrs. Kenny, Mrs. Macropol, and Mrs. Hurley.*
- *Conducted Lesson Study with grade 5 teachers. The lesson focused on students learning information about Roald Dahl – the author the grade is currently studying.*
- *Debriefed the routine and determined action steps that may be taken by teachers outside the routine (ex: backwards planning with the goal and outcome of the lesson foremost in mind).*

Next Steps:

- *Coaches may want to follow up with teachers during common planning time to support the backwards-planning routine.*
- *Other teachers may benefit from learning about Lesson Study from Kindergarten and Grade 5 teachers. Consider having teachers share artifacts from lesson study during a faculty meeting or PLC.*
- *To support student outcomes specific to each lesson, consider working with all teachers during a PLC/whole-staff professional development session on backwards planning a lesson with measurable learning and language objectives and mini-lessons and work periods that support achieving those outcomes (it may be helpful to demonstrate this with the artifacts from Lesson Study).*

Focus for Follow-up:

- *Work with grade 5 and Kindergarten teachers to develop their co-planning time so that it includes planning with student outcomes in mind.*